



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 12401652
SAU: MSAD 46
School: Dexter Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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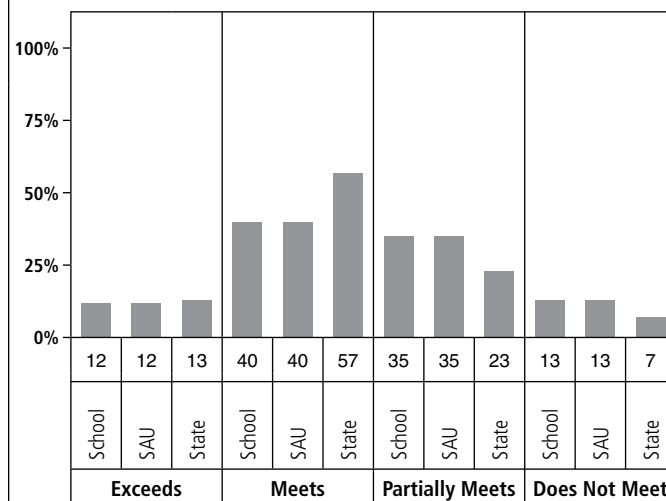
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: MSAD 46
School: Dexter Middle School

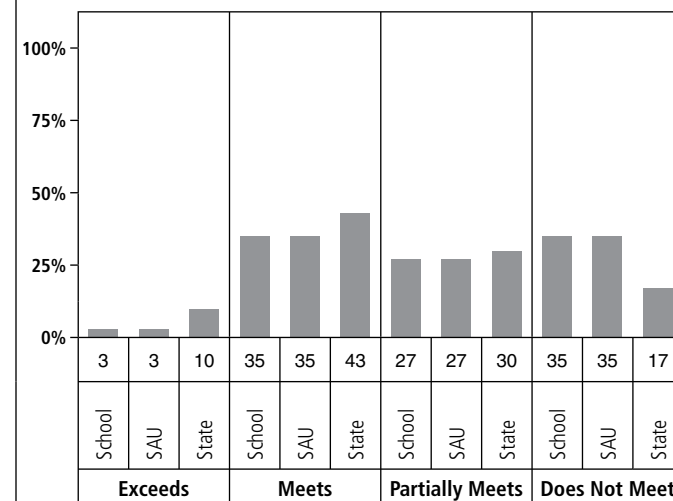
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	646	646	644
2006–2007	648	648	646
2007–2008	644	644	648
Cum. Avg. *	646	646	646
Mathematics			
2005–2006	643	643	641
2006–2007	645	645	643
2007–2008	632	632	642
Cum. Avg. *	640	640	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 6
SAU: MSAD 46
School: Dexter Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	64	100	64	100	14365	100	64	100	64	100	14266	99	64	100	64	100	14268	99												
Ethnicity African American/Black	1	2	1	2	418	3	1	100	1	100	407	97	1	100	1	100	413	99												
American Indian or Native Alaskan	1	2	1	2	111	1	1	100	1	100	110	99	1	100	1	100	110	99												
Asian or Pacific Islander	1	2	1	2	249	2	1	100	1	100	249	100	1	100	1	100	248	100												
Hispanic	1	2	1	2	149	1	1	100	1	100	147	99	1	100	1	100	147	99												
Caucasian/White	60	94	60	94	13438	94	60	100	60	100	13353	100	60	100	60	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	23	36	23	36	2518	18	23	100	23	100	2479	99	23	100	23	100	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	37	58	37	58	5335	37	37	100	37	100	5277	99	37	100	37	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	50	78	50	78	11613	81	50	78	50	78	11626	81												
Identified disability (PET/IEP)	9	18	9	18	373	3	9	18	9	18	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	0	0	0	0	149	1	0	0	0	0	150	1												
Participation with accommodations	10	16	10	16	2451	17	10	16	10	16	2446	17												
Identified disability (PET/IEP)	10	100	10	100	1909	78	10	100	10	100	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	0	0	0	0	350	14	0	0	0	0	335	14												
Participation through alternate assessment (PAAP)	4	6	4	6	197	1	4	6	4	6	196	1												
Identified disability (PET/IEP)	4	100	4	100	197	100	4	100	4	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0												
Non-participation – other	0	0	0	0	75	1	0	0	0	0	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 46
School: Dexter Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	7	11	7	11	1176	8
	2006-2007	6	10	6	10	1132	8
	2007-2008	7	12	7	12	1817	13
	Cum. Total*	20	11	20	11	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	34	53	34	53	7612	51
	2006-2007	40	65	40	65	8127	57
	2007-2008	24	40	24	40	8072	57
	Cum. Total*	98	53	98	53	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	15	23	15	23	4080	27
	2006-2007	13	21	13	21	3549	25
	2007-2008	21	35	21	35	3194	23
	Cum. Total*	49	26	49	26	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	8	13	8	13	2005	13
	2006-2007	3	5	3	5	1478	10
	2007-2008	8	13	8	13	981	7
	Cum. Total*	19	10	19	10	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	30.0	53.6	30.0	53.6	32.7	58.4
Literary Text	28	50	14.9	53.2	14.9	53.2	16.3	58.2
Informational Text	28	50	15.1	53.9	15.1	53.9	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: MSAD 46
 School: Dexter Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	60	7	12	24	40	21	35	8	13	644	60	12	40	35	13	644	14064	13	57	23	7	648
Ethnicity																						
African American/Black	1										1						399	7	47	28	17	642
American Indian or Native Alaskan	1										1						108	4	54	32	10	643
Asian or Pacific Islander	1										1						247	16	60	20	4	650
Hispanic	1										1						145	8	45	34	14	643
Caucasian/White	56	6	11	22	39	20	36	8	14	643	56	11	39	36	14	643	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	1	5	11	58	7	37	630	19	0	5	58	37	630	2282	2	29	42	27	636
No	41	7	17	23	56	10	24	1	2	650	41	17	56	24	2	650	11782	15	63	19	3	650
Current LEP																						
Yes	0										0						329	4	44	30	22	640
No	60	7	12	24	40	21	35	8	13	644	60	12	40	35	13	644	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	33	3	9	12	36	14	42	4	12	643	33	9	36	42	12	643	5153	6	51	31	12	643
No	27	4	15	12	44	7	26	4	15	646	27	15	44	26	15	646	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	60	7	12	24	40	21	35	8	13	644	60	12	40	35	13	644	14057	13	57	23	7	648
Gender																						
Female	30	5	17	12	40	10	33	3	10	646	30	17	40	33	10	646	6967	16	59	20	5	650
Male	30	2	7	12	40	11	37	5	17	642	30	7	40	37	17	642	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						1186	6	41	42	11	642
No	56	7	13	21	38	20	36	8	14	644	56	13	38	36	14	644	12878	14	59	21	7	648
Gifted/talented program																						
Yes	0										0						557	50	48	2	0	661
No	60	7	12	24	40	21	35	8	13	644	60	12	40	35	13	644	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 46
School: Dexter Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	12	0	0	0	0	5	71	2	29	633	12	0	0	71	29	633	6	7	43	30	20	641
B. less than one hour	53	6	19	14	45	8	26	3	10	647	53	19	45	26	10	647	56	13	58	23	6	648
C. one to two hours	29	1	6	9	53	6	35	1	6	647	29	6	53	35	6	647	34	15	60	20	5	649
D. more than two hours	7	0	0	0	0	2	50	2	50	628	7	0	0	50	50	628	3	9	46	29	16	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	46	3	11	14	52	7	26	3	11	646	46	11	52	26	11	646	40	17	60	19	5	650
B. They match some of what I have learned.	41	4	17	8	33	10	42	2	8	645	41	17	33	42	8	645	48	12	59	23	6	648
C. They match just a little of what I have learned.	8	0	0	1	20	2	40	2	40	633	8	0	20	40	40	633	9	7	45	34	15	643
D. There is no match.	5	0	0	0	0	2	67	1	33	634	5	0	0	67	33	634	3	3	31	37	29	637
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	29	4	24	8	47	3	18	2	12	650	29	24	47	18	12	650	28	26	58	11	4	653
B. good	49	3	10	12	41	11	38	3	10	644	49	10	41	38	10	644	54	9	61	24	6	647
C. fair	17	0	0	2	20	5	50	3	30	634	17	0	20	50	30	634	16	3	48	37	13	642
D. poor	5	0	0	1	33	2	67	0	0	643	5	0	33	67	0	643	2	1	37	39	23	637
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	22	0	0	5	38	5	38	3	23	636	22	0	38	38	23	636	15	10	48	27	15	644
B. about the same as my regular schoolwork	56	4	12	16	48	9	27	4	12	647	56	12	48	27	12	647	66	13	59	22	5	649
C. easier than my regular schoolwork	22	3	23	2	15	7	54	1	8	644	22	23	15	54	8	644	18	15	58	20	7	649
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	0	0	1	17	4	67	1	17	636	10	0	17	67	17	636	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	54	2	6	14	44	12	38	4	13	643	54	6	44	38	13	643	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	36	5	24	8	38	5	24	3	14	648	36	24	38	24	14	648	36	21	60	15	4	652
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	57	5	15	13	39	12	36	3	9	645	57	15	39	36	9	645	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	38	2	9	10	45	8	36	2	9	646	38	9	45	36	9	646	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	0	0	1	33	2	67	620	5	0	0	33	67	620	3	5	46	30	20	641
How much time do you spend reading at home each day?																						
A. more than one hour	9	1	20	3	60	1	20	0	0	652	9	20	60	20	0	652	19	19	58	17	6	651
B. 20 minutes to an hour	41	4	17	13	54	6	25	1	4	650	41	17	54	25	4	650	51	15	60	20	5	649
C. less than 20 minutes	24	2	14	2	14	6	43	4	29	638	24	14	14	43	29	638	12	9	56	26	9	646
D. I rarely read at home.	26	0	0	5	33	8	53	2	13	640	26	0	33	53	13	640	18	4	50	34	13	643
Optional school/SAU question																						
A.	67	0	0	0	0	1	50	1	50	629	67	0	0	50	50	629						
B.	0										0											
C.	33	0	0	0	0	0	0	1	100	626	33	0	0	0	100	626						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 46
School: Dexter Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	8	13	8	13	1463	10
	2006-2007	7	11	7	11	2092	15
	2007-2008	2	3	2	3	1474	10
	Cum. Total*	17	9	17	9	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	31	48	31	48	5914	40
	2006-2007	33	53	33	53	5731	40
	2007-2008	21	35	21	35	6008	43
	Cum. Total*	85	46	85	46	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	13	20	13	20	4494	30
	2006-2007	17	27	17	27	4175	29
	2007-2008	16	27	16	27	4244	30
	Cum. Total*	46	25	46	25	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	12	19	12	19	3014	20
	2006-2007	5	8	5	8	2308	16
	2007-2008	21	35	21	35	2346	17
	Cum. Total*	38	20	38	20	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	6.8	35.8	6.8	35.8	9.6	50.5
Cluster 2: Shape and Size	15	27	7.2	48.0	7.2	48.0	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	3.6	51.4	3.6	51.4	4.2	60.0
Cluster 4: Patterns	15	27	5.9	39.3	5.9	39.3	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: MSAD 46
 School: Dexter Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	60	2	3	21	35	16	27	21	35	632	60	3	35	27	35	632	14072	10	43	30	17	642
Ethnicity																						
African American/Black	1										1						409	4	26	35	35	632
American Indian or Native Alaskan	1										1						108	6	26	39	29	635
Asian or Pacific Islander	1										1						247	13	50	25	13	646
Hispanic	1										1						145	9	32	34	25	638
Caucasian/White	56	2	4	20	36	14	25	20	36	633	56	4	36	25	36	633	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	1	5	2	11	16	84	613	19	0	5	11	84	613	2283	2	18	31	49	627
No	41	2	5	20	49	14	34	5	12	641	41	5	49	34	12	641	11789	12	48	30	10	645
Current LEP																						
Yes	0										0						339	5	22	32	41	631
No	60	2	3	21	35	16	27	21	35	632	60	3	35	27	35	632	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	33	0	0	11	33	10	30	12	36	630	33	0	33	30	36	630	5160	4	34	36	26	636
No	27	2	7	10	37	6	22	9	33	636	27	7	37	22	33	636	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	60	2	3	21	35	16	27	21	35	632	60	3	35	27	35	632	14065	10	43	30	17	642
Gender																						
Female	30	0	0	10	33	10	33	10	33	633	30	0	33	33	33	633	6974	10	43	31	16	642
Male	30	2	7	11	37	6	20	11	37	632	30	7	37	20	37	632	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						1192	4	23	43	30	634
No	56	2	4	20	36	13	23	21	38	632	56	4	36	23	38	632	12880	11	44	29	15	643
Gifted/talented program																						
Yes	0										0						557	53	42	4	0	663
No	60	2	3	21	35	16	27	21	35	632	60	3	35	27	35	632	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 46
School: Dexter Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	12 53 29 7	0 1 1 0	0 3 6 0	1 11 8 1	14 35 47 25	0 12 3 0	0 39 18 0	6 7 5 3	86 23 29 75	612 636 637 622	12 53 29 7	0 3 6 0	14 35 47 25	0 39 18 0	86 23 29 75	612 636 637 622	6 56 34 3	6 11 11 6	33 43 45 33	31 30 30 32	31 16 14 28	635 643 644 636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	61 25 10 3	0 2 0 0	0 13 0 0	18 3 0 0	50 20 0 0	8 5 2 0	22 33 33 0	10 5 4 2	28 33 67 100	636 633 614 612	61 25 10 3	0 13 0 0	50 20 0 0	22 33 33 0	28 33 67 100	636 633 614 612	45 43 9 3	14 8 6 5	47 43 30 15	28 33 33 25	11 17 32 54	646 641 635 626
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	19 53 22 7	2 0 0 0	18 0 0 0	4 15 2 0	36 48 15 0	1 8 4 2	9 26 31 50	4 8 7 2	36 26 54 50	635 636 624 622	19 53 22 7	18 0 0 0	36 48 15 0	9 26 31 50	36 26 54 50	635 636 624 622	29 48 19 3	24 6 1 0	51 45 29 15	17 33 42 41	8 16 28 44	651 641 634 627
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	27 64 8	0 1 1	0 3 20	4 16 1	25 42 20	3 12 0	19 32 0	9 9 3	56 24 60	622 637 629	27 64 8	0 3 20	25 42 20	19 32 0	56 24 60	622 637 629	24 62 14	5 9 26	38 45 43	33 31 20	24 14 12	638 643 650
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	66 31 3	0 2 0	0 11 0	15 6 0	39 33 0	9 4 1	24 22 50	14 6 1	37 33 50	632 635 619	66 31 3	0 11 0	39 33 0	24 22 50	37 33 50	632 635 619	48 49 3	10 12 9	41 45 33	32 28 27	17 15 32	642 644 637
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	22 29 39 10	0 2 0 0	0 12 0 0	3 8 9 1	23 47 39 17	1 4 7 3	8 24 30 50	9 3 7 2	69 18 30 33	622 641 633 627	22 29 39 10	0 12 0 0	23 47 39 17	8 24 30 50	69 18 30 33	622 641 633 627	17 34 31 18	8 11 12 10	39 44 44 42	30 31 29 31	22 14 15 18	639 643 644 642
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	7 5 49 39	0 0 0 2	0 0 0 9	0 2 11 8	0 67 38 35	1 0 8 6	25 0 28 26	3 1 10 7	75 33 34 30	611 638 633 635	7 5 49 39	0 0 0 9	0 67 38 35	25 0 28 26	75 33 34 30	611 638 633 635	11 32 32 26	11 11 11 9	37 44 45 40	29 30 30 32	23 15 15 19	641 643 643 641
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	14 34 44 8	0 1 1 0	0 5 4 0	1 7 11 2	13 35 42 40	2 4 9 0	25 20 35 0	5 8 5 3	63 40 19 60	622 631 637 629	14 34 44 8	0 5 4 0	13 35 42 40	25 20 35 0	63 40 19 60	622 631 637 629	7 37 42 15	6 8 13 12	29 39 47 46	33 34 28 27	32 20 12 15	635 640 645 644
Optional school/SAU question A. B. C. D.	67 0 33 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2 1 1 1	100 100 100	604 604 604	67 0 33 0	0 0 0	0 0 0	0 0 0	100 100 100	604 604 604						